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RESEARCH ARTICLE

INFLUENCE OF COMMUNITY INVOLVEMENT IN EDUCATION ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study examined the influence of community involvement in education on teachers' job performance in public secondary schools in Anambra State: Two research questions and two hypotheses served as the study's compass. Ex-post facto design was applied in this descriptive survey research study. The study's population comprised 7800 teachers and 254 principals of Anambra State's public secondary schools. The proportional stratified sampling method was applied to sample 600 teachers and 60 principals. Data for the study were gathered deploying an instruments known as the Community Involvement in Education Questionnaire (CIEQ). It had fifteen items in it. The t-test of substantial variance was applied to test the hypotheses at the 0.05 significance level after the data were analyzed deploying the mean and standard deviation for the research questions. The weighted mean scores of 2 points 63 for teachers and 2 points 72 for principals in public secondary schools in Anambra State demonstrated the substantial bearing that community involvement in education through financial support had on teachers' job performance. The Anambra State public secondary schools' weighted mean scores of 2.63 for teachers and 2.55 for principals suggest that communities have contributed to the provision of infrastructure and that this practice has an influence on educators' work output. The report suggested that the Anambra State government increase school funding by offering health programs and constructing infrastructure, such as staff quarters for teachers and access to water.

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Introduction:-

In its broadest sense, education is the process through which a person develops the multitude of social and physical skills required of him by the society in which he is born. The educational system, whether formal or informal, houses the most important collection of socio control tools for the development of a country. In an ideal world, this system acts as a catalyst for change. Any country's capacity to develop is largely determined by the quality of its educational system. Education provides knowledge and skills to students, foster positive attitudes in them, contributes to the economic, social, and cultural development of the community, and shapes the individual into a valuable member of society. However, education cannot fulfill its fundamental purpose without teachers, who play crucial roles in guaranteeing the success of educational institutions. Since teaching is one of the most substantial human occupations, educators must recognize their enormous responsibility To disseminate scientific knowledge

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among people, the person who shapes the generations of educated and culturally aware people is the teacher (Asiyai, 2021). It is a fact that without teachers, no other profession could function. In addition to everything mentioned above, teachers are the ones who, through their innovative approaches to their careers, foster greater creativity in their students in a variety of spheres of life. Thus, the only occupation that can create successful societies is teaching; it is this field that produces scientists and intellectuals in a variety of communities. If organizations and individuals are to develop and grow to the intended ends, job satisfaction is a crucial aspect of daily life and needs to be prioritized above all else. To achieve the focus of education, teachers must be content and driven (Christopher, 2014).

In an educational organization, the performance of the teachers is very important. A teacher's job performance encompasses the tasks they complete during a specific school period To meet organizational focus. When all the necessary training conditions are given to a person, job performance may rise and people may become more dedicated to their work. Every organization's ability to continue depends on the productivity of its employees. Educational organizations are represented by educational institutions, such as secondary schools. According to Modebelu and Duvie (2013), an educational organization is any setting in which students, instructors, and non-teaching staff are involved. According to Okeze (2021), a teacher's job performance is determined by how effectively and efficiently they participate in school-related activities, such as teaching and learning activities in the classroom and other responsibilities outlined in their job description. The degree to which a teacher's instructional activities have produced effective and efficient results can be applied to characterize the job performance of that teacher. The following traits of an effective teacher include being on time and consistently, planning lessons well, managing the classroom effectively, having strong subject-matter knowledge, having good interpersonal skills, deploying teaching aids frequently, and facilitating learning.

Five components of teacher performance were outlined by Umar (2018): timely planning and organizing of work, delivery of lessons and actual teaching, keeping track of completed work, and teachers' physical presence in the classroom. Teachers' performance is defined by Abwalla (2014) as their identification with and involvement in the teaching profession. He maintained that the planning, organizing, and assessment of students through quizzes, exercises, and involvement in extracurricular activities is what constitutes teacher performance. The creation of lesson plans, student assessments, participation in extracurricular activities, and syllable completion are the four dimensions of teacher performance that he identified. Two perspectives exist on how teachers perform their jobs: in-role and extra-role, according to Jex and Britt (quoted in Emengini, Omenyi, and Nwankwo, 2020). Extra-role performance is defined as an employee's actions beyond the formal requirements of their role, while role performance is defined as an employee's actions that meet the requirements of their job description.

A community is a collection of individuals who share the same customs, values, beliefs, and cultures and who reside in the same area and are brought together by a shared interest. They come together to share a territory because of this shared interest. Ewelenu and Mbara (2016) states that a community is a social cluster that is built on interpersonal relationships and occupies a roughly defined geographic area. These emotions can support the capacity to recognize a shared emotion, the ability to live completely within such clusters, and the possibility of identifying a common sentiment. Three distinct community types are presented by Baiz (2013) in his investigation into community financing of education. First, the place of residence of its members, be it a village or district, defines a geographic community. The second category consists of ethnic, racial, and religious communities, where membership is determined by identification that is ethnic, racial, or religious. Membership is often divided according to geography. Communities founded on common family or educational concerns comprise parent associations and other similar bodies that stem from families' shared concern for students' well-being. These make up the third category.

Statement of the Problem

For more than ten years, Nigerian teachers' job performance has been declining. This is applied by a wide range of issues, including a shortage of supplies, tardiness in paying teachers' salaries, packed classrooms, an increase in student enrollment, student truancy, a lack of discipline, a lack of science and technical teaching equipment in schools, and issues with motivation, among others. These issues may lead to teachers taking a nonchalant approach to their main responsibility in the classroom, which is instructing. Standards decline and high-quality education is compromised Consequently. these issues have emerged as a recurrent decimal throughout Nigerian education history. These necessities are occasionally met by the government, but their availability is woefully insufficient. The purpose of the study is to investigate the bearing of community involvement in education on teachers' job

performance in public secondary schools in Anambra State, Nigeria, since the government was unable to resolve the aforementioned issues. Could community participation in education, particularly in public secondary schools, alleviate these issues?

Research Questions

The following research questions will guide the study:

1. What are the ratings of Principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State, Nigeria?
2. What are the ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State, Nigeria?

Hypothesis

This study is established on the following hypothesis:

1. There is no substantial variance in the mean ratings of Principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State, Nigeria.
2. There is no substantial variance in the mean ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State, Nigeria.

Theoretical Framework and Literature Review

The Standford Research Institute first proposed the stakeholders' theory in 1963. According to the theory, the planning and management of educational programs should incorporate and integrate the focus of all stakeholders. The stakeholders theory upholds that stakeholders are those organizations without which it will be challenging for the school to accomplish its goals. According to the stakeholders' theory, everyone must provide education for everyone. Parents, communities, students, state or federal government, Ministry of Education, school administration, teachers, and the Board of Governors are the main stakeholders.

The reasoning behind the stakeholders' theory of education is that it clarifies why it is necessary for all parties involved to carry out their duties, to accomplish the focus of education (Udensi, 2003). It also certifies the wellbeing of the school and its staff, who are teachers, as well as the welfare of society at large. All other school goals, including discipline among students, orderliness within the school, positive school-community relations, and government oversight through the Ministry of Education (MOE), will eventually be taken care of by it. Education's shareholders are not your average members. They ought to have top consideration when deciding the goals of the school since they are the proprietors (Ugwuanyi, 2013). Additionally, the residual investor is the host community's equity shareholders, meaning that they own the investment returns. The theory of stakeholders fosters a favorable atmosphere within the education sector. This idea is the foundation of teamwork because all parties involved are intricately linked and when one fails, it inevitably affects the others. The rationale behind this study's theoretical framework is that effective human resource management in community secondary schools requires the collaboration of all relevant parties.

Arop, Owan, and Ibor (2019) evaluated factors affecting school quality and teacher job performance in Cross River State. The study found that the quality of school facilities, leadership, and supervision explained 90.6% of the variance in teacher job performance. There is a strong relationship between teacher performance and the quality of school facilities. Ahmad and Said (2013) looked into how community involvement in education affected educational quality. The study's findings showed a statistically substantial positive relationship between community involvement and each of the three measures of educational quality. One of the main issues preventing Nigeria's educational system from providing high-quality instruction and professional training at all levels is inadequate funding (Oruonye, 2014). The amount of money spent on secondary education and the government's efforts to support it appear to fall short of what is needed to implement different secondary school programs. In the Abakaliki Education Zone of Ebonyi State, the level of community involvement in secondary school funding was ascertained by Ejeh, Okenjom, Chizi-Woko, and Agbo (2016). The findings demonstrated that communities play a major role in secondary school funding.

Bolatito (2022) looked into how the community was involved in funding and decision-making in secondary schools in Bauchi State, Nigeria. The analysis's findings showed that building and renovating school facilities, including staff offices and classrooms in Bauchi State's secondary schools, was encouraged and made easier with community involvement in the funding process. The majority of secondary schools in Nigeria are characterized by decaying architecture, leaky roofs, and a shortage of desks and chairs for instructors and students. The effectiveness of teachers' work is negatively bearing by this. The role of community involvement in providing infrastructure for secondary schools in Nigeria is extremely important. When communities help build and maintain school facilities, it greatly benefits school administrators, teachers, students, and the community as a whole. Teachers and students gain from having access to these facilities, making it easier to teach, learn, and acquire new skills and knowledge. Community members benefit from the education their members receive, as it leads to better services and new developments that can improve the community's living standards (Stephen, 2015).

Effective community involvement in schools is supported by various community organizations and stakeholders, including the Board of Governors, Women's Associations, Professional and Corporate Bodies, Social Clubs, Old Students' Association, Financial Institutions, and the Parents-Teachers-Association (SBMC). Izuehie and Ofojebe (2019) examined how much the community is involved in providing facilities for public secondary schools in Enugu State. They used a descriptive survey design for their research. The study included 1,050 members of the School-Based Management Committee (SBMC) and 287 principals. A sample of 402 respondents, consisting of 315 SBMC members and 87 principals, was selected using a proportionate stratified random sampling technique. To ensure reliability, the collected data were analyzed using Cronbach's alpha, resulting in a reliability coefficient of 0.70, which was considered adequate. The research questions were addressed using mean and standard deviation. The study found that community involvement in providing building infrastructure, essential services, and instructional materials for public secondary schools in Enugu State was minimal. In particular, in the southeast of Nigeria, in Anambra State, the literature review was unable to show a direct correlation between community involvement in public secondary school education and teachers' job performance. This is the gap this research closed.

Methodology:-

Ex-post facto research design was applied in this descriptive survey study. Ex-post facto design, according to Nworgu (2018), is helpful when the independent variables under investigation are hard for a researcher to change because they already exist. The study included all 254 public secondary schools in Anambra State, along with their respective 7800 teachers, 254 principals, and schools overall. A total of 660 respondents, or 60 principals and 600 teachers, made up the study's sample size. The sample was chosen from among the 25 Local Government Areas located in each of Anambra State's three Senatorial Districts. The methods of stratified random sampling were applied. The three senatorial districts served as the basis for the initial stratification of schools within the 21 Local Government Areas. 24 principals and 220 teachers were chosen from the Anambra Central Senatorial District deploying a proportionate stratified sampling technique. 16 principals and 176 teachers will be chosen from the Anambra South Senatorial District, and 20 principals and 204 teachers were chosen from the Anambra North Senatorial District. Table 32 provides a summary of this.

The study's data collection involved the use of two instruments. The self-structured questionnaire that the researcher created served as the instrument. Two sections made up the questionnaire: section A asked questions about the respondents' demographics, including where they were attending school and their status. The "Community Involvement in Education Questionnaire (CIEQ)" is a questionnaire found in Section B. Two subdivisions made up the CIEQ which contained sixteen items. Four points, from 1 for strongly disagree to strongly agree, made up the structure of the questionnaire. The instrument's face and content validity were assessed by two experts in Educational Management and Foundations, as well as the supervisor of the researcher. After carefully examining each component of the instrument, the experts offered feedback and recommendations that helped to improve it before the final copies were produced. Thirty copies of the questionnaire were distributed to respondents in secondary schools that were not involved in the study, to determine the instrument's reliability. Deploying Cronbach's alpha reliability coefficient, the data were analyzed; and it gave 0.82. Consequently, the instrument's internal consistency was supported.

A total of 660 questionnaires were given out, 60 to principals and 600 to teachers. Only the correctly filled-out questionnaires were applied for data analysis. Descriptive and inferential statistics were employed in the analysis of the data obtained from the administered questionnaire. While a t-test of substantial variance was employed to test

the null hypotheses at a 0.05 level of significance, the mean and standard deviation were utilized to address the research goals.

Results:-

The results of the study are presented in Tables.

Analysis of Research Questions

Research Question 1:

What are the ratings of principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State, Nigeria?

Table 1:- Mean and standard deviation scores on ratings of principals and teachers regarding influence of community involvement in education by the provision of funds on teachers' job performance.

S/N	ITEMS	Mean	SD	R	Mean	SD	R
1	Donation of fund	2.60	0.55	Agreed	2.58	0.90	Agreed
2	Payment of tuition fee	3.30	0.66	Agreed	3.00	0.70	Agreed
3	Funding of some capital projects	2.67	0.62	Agreed	2.66	0.66	Agreed
4	Purchase of books for school libraries	2.66	0.77	Agreed	2.90	0.61	Agreed
5	Sponsoring training programs for teachers	2.44	0.80	Disagreed	2.20	1.11	Disagreed
6	Funding of school health program	2.50	1.00	Disagreed	2.22	1.03	Disagreed
7	Sponsoring inter-house sports	3.10	0.49	Agreed	2.80	0.52	Agreed
	Weighted Mean	2.72	0.69		2.68	0.71	

KEY: R = Remark, SD = Standard Deviation, 2.50 is taken as the benchmark score. Thus, any item having a mean score from 2.50 to 3.50 is represented as agreed but any item having a mean score from 2.49 to 0.00 is taken as disagreed.

According to the data in Table 4.1, items 1, 2, 3, 4, and 7 for both principals and teachers have mean scores of 2.50 or higher. These items represent areas where the community is involved in education by providing funds, such as paying tuition fees, sponsoring inter-house competitions, funding some capital projects, and buying books for the school library. The average scores of 2.72 for principals and 2.63 for teachers indicate that community funding significantly bearings teachers' job performance in public secondary schools in Anambra State.

Research Question 2: What are the ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State, Nigeria?

Table 4.3:- Mean and standard deviation scores on ratings of principals and teachers regarding the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance.

S/N	Items on Provision of infrastructural facilities	Principals N = 60			Teachers N = 600		
		Mean	SD	R	Mean	SD	R
1	Building of standard classroom blocks through PTA	2.90	0.67	Agreed	3.18	0.47	Agreed
2	Provision of furniture for students	2.88	0.69	Agreed	2.98	0.48	Agreed
3	Provision of water facility	2.40	0.99	Disagreed	2.54	0.96	Agreed
4	Helping to construct roads linking the school	2.43	1.12	Disagreed	2.40	1.08	Disagreed
5	Building of staff quarters	2.22	1.18	Disagreed	2.33	1.14	Disagreed
6	Provision of furniture for teachers	2.33	0.97	Disagreed	2.42	1.00	Disagreed
7	Fencing of the school compound	2.65	0.66	Agreed	2.68	0.72	Agreed
8	Construction of befitting school gate	2.60	0.49	Agreed	2.55	0.70	Agreed
	Weighted Mean	2.55	0.84		2.64	0.81	

KEY: 2.50 represents the benchmark score. Thus, any item having a mean score from 2.50 to 3.50 is represented as agreed but any item having a mean score from 2.49 to 0.00 is taken as disagreed. SD = Standard Deviation, R = Remark

From the data in Table 4.3, for principals' items 1, 2, 7, and 8 have mean score above 2.50 the cut-off point or benchmark. The corresponding items therefore represent areas of community involvement in education through provision of infrastructural facilities. For teachers, items 1, 2, 3, 7 and 8 have mean score above 2.50 the cut-off point or benchmark. The corresponding items therefore represent areas of community involvement in education through provision of infrastructural facilities. Therefore, the areas of community involvement in education through the provision of infrastructural facilities in public secondary schools in Anambra State include building of standard classroom blocks through Parents' Teachers Association (PTA), provision of furniture for students, provision of water facility, fencing of the school compound and construction of befitting school gate. The weighted mean scores of 2.55 for principals and 2.63 for teachers implies that communities have been involved in the provision of infrastructural facilities in public secondary schools in Anambra State.

Hypothesis Testing

Hypothesis one: There is no substantial variance in the mean ratings of principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State, Nigeria.

Table 3:- t-test analysis of variance between principals and teachers on the influence of community involvement in education by the provision fund on teachers' job performance in Delta State.

Variables	Mean	SD	N	Df	t-cal	t-crit	Decision
Principals	2.72	0.69	58	642	1.064	1.960	Not Significant
Teachers	2.63	0.71	586				

Data in Table 4.7 revealed that t- calculated value of 1.064 is less than t critical value at 0.05 level of significance. Hypothesis one is therefore accepted. There is no significant difference between the mean ratings of principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State.

Hypothesis Two: There is no substantial variance in the mean ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State, Nigeria.

Table 4.- t-test analysis of variance between principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in Delta State.

Variables	Mean	SD	N	Df	t-cal	t-crit	Decision
Principals	2.55	0.84	58	642	1.2022	1.960	Not Significant
Teachers	2.64	0.81	586				

Data in Table 4.8 revealed that t- calculated value of 1.2022 is less than t critical value at 0.05 level of significance. Hypothesis one is therefore accepted. There is no significant difference between the mean ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructures on teachers' job performance in public secondary schools in Anambra State.

Influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State

The finding in this respect revealed that community involvement in funding education occurred through payment of tuition fees, sponsoring inter-house competition, funding of some capital projects and purchase of books for school library. The weighted mean scores of 2.72 for principals and 2.63 for teachers' shows that community involvement in education by the provision of funds had great influence on teachers' job performance in public secondary schools in Anambra State. Community involvement by provision of books for school library is a worthy investment for attainment of quality education. The hypothesis tested in this regards showed that there is no significant difference in the mean ratings of principals and teachers on the influence of community involvement in education by the provision of funds on teachers' job performance in public secondary schools in Anambra State, Nigeria. This finding

is in line with Okenwa (2013) who confirmed that funds are continuously needed for building new classrooms, rehabilitating existing facilities to prevent further depreciation, providing basic furniture as well as instructional materials, aids and packages, providing libraries for schools, improving teacher salaries and paying these salaries regularly in order to motivate staff and training and retraining teachers to enable them acquire new skills necessary for utilizing instructional materials and packages. The finding is also supported by Okwor (2017) who found that communities through Parents' Teachers Association (PTA) assisted in the funding of education.

Discussion:-

Influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State

The finding revealed that the areas of community involvement in education through the provision of infrastructural facilities in public secondary schools in Anambra State are building of standard classroom blocks through Parents' Teachers Association (PTA), provision of furniture for students, provision of water facility, fencing of the school compound and construction of befitting school gate. The weighted mean scores of 2.55 for principals and 2.63 for teachers implies that community involvement through provision of infrastructural facilities positively influenced teachers' job performance in public secondary schools in Anambra State. The hypothesis tested showed that there was no significant difference in the mean ratings of principals and teachers on the influence of community involvement in education by the provision of infrastructural facilities on teachers' job performance in public secondary schools in Anambra State, Nigeria. This finding is in line with Osaretin (2016) who found that community participation was only visible in areas of building of schools and provision of some facilities while PTA, old students and philanthropists participated through infrastructure development. This finding also concurs with Harb and El-shaarawi (2016) who documented that communities provided classroom, laboratory and office blocks adequately.

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